

Collaborative 21st Century Skills Unit Plan Template

This template is a companion of the *Rubric for a Collaborative 21st Century Skills Unit Plan*. There are many 21st Century Skills Units published on the Internet. They vary in design and quality. This template is one example that teachers might follow in order to standardize the various components of their unit designs. Sharing our plans and the work of our students on our school web page is a powerful way to communicate to the parents and community the outstanding work our children are accomplishing. The power of technology coupled with the expertise of visionary teachers can transform our 21st century students into high achieving, culturally literate, life-long learning citizens.

How to use this template:

1. Plan a meeting with the Teaching and Learning Team (classroom teacher, special education teacher, library media specialist, reading specialist, ELL teacher are examples of team members).
2. Discuss the various questions for each of the 8 steps in the unit template.
3. Designate one person as a recorder.
4. Go to the electronic version and fill in the sections. Save in your respective folders or on a designated place on the server.
5. Print the unit plan or publish on your webpage.
6. The final step (#8- Reflections) should be completed by teachers, students, and parents after the unit has been taught.

Critical Information – Can use IMPACT

Teachers’ names:

E-mail of contact teacher:

Unit Title: Subject/s:

Does the **title** of the unit express the curriculum concepts? Will the title signal to the students the focus of the problems that need to be solved?

Grade or target audience:

Date unit introduced: Expected completion date:

Step 1: Learning Environment

*Learning Environment* can be defined as a well designed space and climate where the interaction of student, teacher and materials merge. The learning environment consists of both cognitive and social elementsthat vary in degrees of development, experience, structure, conformity to social norms, independence and interpersonal relations. Another aspect of the learning environment addresses the various systems of feedback that are designed to communicate to the student and parents the achievement levels along the learning path.

Describe in no more than 5-7 sentences the learning environment you plan to achieve during this particular unit. Which instructional practices will be more structured and which activities will be more student-centered? Will the students learn independently or in collaborative groups? How will you provide for assistance to students with special needs? Where will learning take place?

Step 2: Focus - Can use IMPACT

Write 2 or 3 goals and under each goal list the objectives necessary to accomplish the goals.

Do your **goals** include broad statements that emphasize the concepts of the unit along with 21st Century Skills <http://www.21stcenturyskills.org/> and Universal Design Principles <http://www.cast.org/about/index.html> ? Do your goals indicate how all your students will achieve higher order thinking and become active members of your learning community? What knowledge, skills, strategies, and attitudes to you expect students to gain from this unit?

Are you **objectives** measurable, authentic, challenging, and multidisciplinary? Are they realistic in the amount of time designated for the unit?

Does the unit address competencies identified in the **Wisconsin Academic** **Standards** for your content area and does the unit integrate the Wisconsin Information & Technology Literacy Standards?

Goal 1

Objective 1.a

Standards:

Goal 2

Objective 2.a

Standards:

Step 3: Planning Process

Describe in 2 or 3 sentences the planning process of the Teaching and Learning Team.

Describe in specific terms the **roles of each team member**. What, when and how will teaching strategies be delivered?

Describe the **student activities** **, roles** and **expectations** during the process of learning. How will you determine their needs, interests and prior knowledge?

Include a suggested **timeline** that would include each segment of the learning process plus an expected completion date.

Planning process:

Roles of Teacher:

Roles of Library Media Specialist:

Roles of

Learning Activities: student roles and expectations for each:

Timeline:

Step 4: Problem/s & Scenarios - Can use IMPACT

Write a scenario that will engage the students in an active, inquiry-based pursuit of knowledge or real-world problem. Would this scenario motivate students to a deeper understanding of the key concepts in the unit? Will the students connect with the problems to be solved and as a result will they be able to create or produce a product that has personal or social value?

OR

Write several “starter” inquiry questions that focus on the theme and extend beyond fact-finding.

Scenario

Sample Inquiry Questions (students will be encouraged to develop more)

Step 5: Assessment Strategies

How will you and your students know they have achieved the objectives of the unit? What assessment tools will be created or revised? How will the students be involved in the assessment process? If the projects are designed for a “real-world” audience, how will the audience be involved in the assessment process? How will the standards that were identified in Step 3 be assessed? Are the students’ creative solutions to real-world-problems realistic in terms of the financial capacities and cultural norms of the school or community?

Write 2 or 3 sentences as an introduction.

Include Assessment tools (Rubrics, Checklists, Journal or Reflection questions, Conference questions, Portfolio template)

Step 6: Tools and Resources - Can use IMPACT

What tools and resources will the students need during the process? How will they determine which tools or resources will be the most valuable in order to address and resolve the unit problem/s? How will they access the tools and resources? What “experts” from either the group of students in your class, from within the school or from outside the school are available to help your students with this unit? What assistive technologies will be available for students with special needs?

Enter Library Media Center and Internet Resources, Technology Applications, “Experts names”: (This list of resources will expand as students locate additional materials or “experts.” Their additional resources could be placed on their webpage.)

Step 7: Reflections - Can use IMPACT

How and when will the Teaching and Learning Team, students, parents, and other interested parties reflect on the learning process, knowledge gained, student products/performances as a result of this unit? Were the students able to go beyond a deeper understanding of the concepts and create an original position or product? What would teachers and students do differently with the next project?

Enter Reflection Questions: